DOCUMENT RESUME

ED 086 749 UD 013 975

AUTHOR	Taylor, Myrtice M.; Helton, Jane R.
TITLE	A Six-Prong Thrust--School Tone, Teaching, Style, Curriculum, Demonstration, Inservice, and Community Involvement to Improve Pupil Performance: Alonza P. Herndon Elementary School, 1972-73. Research and Development Report, Volume 7, Number 3, September, 1973.
INSTITUTION	Atlanta Public Schools, Ga.
PUB DATE	Sep 73
NOTE	31p.
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	Community Involvement; *Compensatory Education Programs; Curriculum Development; Demonstrations (Educational); *Elementary Schools; Inservice Education; *Program Evaluation; *School Improvement; Teaching Styles; Urban Schools
IDENTIFIERS	Career Opportunities Program; Elementary Secondary Education Act Title I; ESEA Title I Programs; *Georgia; Project Right to Read

ABSTRACT

The purpose of this report is to present a description of the instructional program, funded in part under Title I of the 1965 Elementary Secondary Education Act, and the findings of the study which assessed pupil performance in reading and mathematics and related estimated costs to pupil performance. The following projects were utilized as resources: The Right-to-Read program was a federal project designed to insure each child the right to read. In order to activate Herndon as a participating school a six-prong thrust was expedited, including school tone, teaching style, curriculum development, demonstration teaching, inservice education, and community involvement. Title I provided the English-Reading activity for 129 pupils who had been identified as having the most extreme deficit in reading skills. Health and medical services were made available for the identified Title I pupils. The Career Opportunities Program was a training project for paraprofessionals employed within the system and working and/or living in low-income communities. Two of the Title I educational aides, three assistant teachers, and one general funds aide assigned to this school were COP participants. They were enrolled in college courses and followed a planned program of study leading toward professional certification. (Author/JM)

ED 086749

RESEARCH AND DEVELOPMENT REPORT

VOL. VII, NO. 3 September, 1973

A SIX-PRONG THRUST -- SCHOOL TONE, TEACHING STYLE, CURRICULUM, DEMONSTRATION, INSERVICE, AND COMMUNITY INVOLVEMENT TO IMPROVE PUPIL PERFORMANCE

ALONZA F. HERNDON ELEMENTARY SCHOOL

1972-73

Dr. W. L. Stanley, Jr.
Principal

Mrs. Lillian Adkins
Assistant Principal

Mrs. Doris E. Sherrard
Title I Lead Teacher

Prepared By:

Mrs. Myrtice M. Taylor, Research Assistant
Mrs. Jane R. Helton, Statistician

Dr. Jarvis Barnes
Assistant Superintendent
for Research and Development

Dr. Alonzo A. Crim
Superintendent

Atlanta Public Schools
224 Central Avenue, S. W.
Atlanta, Georgia 30303

UD 013975

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

Word Processing Staff: Lois Denton, Ginger Harden

TABLE OF CONTENTS

	Page
RATIONALE	1
General Characteristics of the School Population	2
Needs of the Pupils	2
Program Goals, Objectives, Behaviors, and Critical Variables	2
Supporting Projects	
Right-to-Read	7
ESEA Title I	9
Career Opportunities Program	9
MANAGEMENT AND CONTROL	9
PROCESS	12
EVALUATION	
Research Design	14
Findings	14
Academic Achievement	14
Self-Concept	21
Parental Involvement	23
Teachers' Attitudes Toward Education	23
COST ANALYSIS	24
CONCLUSIONS	26
RECOMMENDATIONS	27

LIST OF TABLES

Number		Page
1	FOUR SUBTESTS AND COMPOSITE OF THE IOWA TESTS OF BASIC SKILLS -- Grades Two Through Seven	15
2	MATCHED PRETEST/POSTTEST AND GAIN SCORES OF PARTICIPANTS AND NONPARTICIPANTS IN THE RIGHT-TO-READ TUTORIAL PROGRAM AND TOTAL GRADE ON THE READING SUBTEST OF THE IOWA TESTS OF BASIC SKILLS	17
3	ANALYSIS OF VARIANCE BETWEEN RIGHT-TO-READ TUTORED AND NONTUTORED PARTICIPANTS' MEAN READING SCORES ON THE IOWA TESTS OF BASIC SKILLS	18
4	PROFILES OF ACHIEVEMENT QUOTIENTS FOR READING, MATHEMATICS, AND OVERALL PROGRAM -- IOWA TESTS OF BASIC SKILLS	19
5	PROFILE OF PERFORMANCE ON THE METROPOLITAN ACHIEVEMENT TESTS WORD KNOWLEDGE AND READING AND SUBTESTS AND THE IOWA TESTS OF BASIC SKILLS READING SUBTESTS OF PARTICIPANTS IN THE TITLE I ENGLISH-READING ACTIVITY -- 1972-73	20
6	PER CENT OF POSITIVE RESPONSES ON THE SELF-APPRAISAL INVENTORY PRETEST AND POSTTEST -- ENGLISH-READING PARTICIPANTS	22
7	COST ANALYSIS OF PREDICTED ACHIEVEMENT INDEX -- TOTAL AVERAGE DAILY ATTENDANCE (PreK-7) = 691.5	25

RATIONALE

Mastery of basic reading and mathematics skills is the minimum goal of the Atlanta Public Schools. In keeping with this goal, the instructional program at A. F. Herndon Elementary School represents the continuous efforts of the school's staff to meet the needs of all learners. Herndon, as one of the Right-to-Read satellite schools, is involved in an instructional program which seemingly has great potential for providing an effective reading program for its pupils.

Some of the problems or weaknesses of the previous program which were proposed to be eliminated are as follows:

A. Pupils were performing below grade level and the departure from the norm becomes greater as pupils progress higher in the grades.

B. Reading was taught as a separate subject.

C. Time spent in the reading program was not consistent.

D. A variety of approaches was used.

E. Large-group instruction existed.

F. No specific instrument was used for evaluation.

G. The services of a reading teacher or specialist were not available.

H. The services of the resource teacher were available one day per week.

The purpose of this report is to present a description of the instructional program and the findings of the study which assessed pupil performance in reading and mathematics and related estimated costs to pupil performance.

General Characteristics of the School Population

The majority of the pupils resided in privately owned apartments near the school. The community has gradually changed from a rather stable communtiy to one of high mobility. Over a five-year period, the mobility index increased from 15 per cent during the 1967-68 school year to 27 per cent during the 1971-72 school year. According to the 1971-72 school lunch survey, 40 per cent of the pupil population were from families whose annual incomes were approximately $2,000. Consequently, Herndon School qualified for compensatory funds provided by special projects to enhance the instructional programs of schools serving low-income communities.

Needs of the Pupils

The following needs were identified by the staff as being characteristic of the personal instructional needs of the pupils. The pupils need:

A. To develop and improve basic reading skills.

B. To increase basic understanding of words, sentences, paragraphs, and stories.

C. To increase and develop independence in reading. This includes being able to demonstrate maturity in reading habits and in attitudes toward reading.

D. To improve oral communication.

E. To improve and develop skill in identifying specific information through reading.

F. To improve self-concepts and attitudes toward school.

Program Goals, Objectives, Behaviors, and Critical Variables

The instructional program was designed to provide a comprehensive planned structure to insure continuity of purposes. Consequently, for each goal set forth, the faculty also set forth program objectives and behaviors.

Goal 1

Provide activities through which pupils will improve comprehension of written material.

Objective 1: Pupils will develop word attack skills leading to independence in reading.

Behaviors:

1. Pupils will use context clues in discovering new words, their use, and meaning.

2. Pupils will use phonetic analysis to learn and understand new words.

3. Pupils will use structural analysis to build vocabulary, increase comprehension, and develop word usage.

Variables measured: Word knowledge and word analysis.

Objective 2: Pupils will use work study skills in locating specific information.

Behaviors:

1. Pupils will demonstrate proficiency in using aids in books to locate specific sources of information.

2. Pupils will utilize encyclopedias, source books, and specialized reference works to seek specific information.

3. Pupils will locate and interpret specific information from maps, tables, and other pictorial materials.

Variables measured: Language study skills.

Objective 3: Pupils will develop the special reading skills related to the other subject areas in which they read.

Behaviors:

1. Pupils will develop an appropriate mathematical vocabulary.

2. Pupils will develop the mathematical concepts that are needed to understand what is read.

3. Pupils will use strategies that are most appropriate for reading in mathematics.

Variable measured: Academic achievement in mathematics.

Goal 2

Pupils will respond to the structure of remediation.

Objective: Maintain a reading center for remediation.

Behaviors:

1. Pupils will progress in small and individual sessions through learning sequences.

2. Pupils will complete regular class assignments in addition to reading center work.

Variable measured: Pupil progress in mastery of skills.

Goal 3

To provide developmental and corrective reading experiences for all pupils in kindergarten through grade seven.

Objective 1: To improve teaching procedures and techniques of all teachers.

Behaviors:

1. Teachers continuously will use diagnostic and prescriptive procedures.

2. Teachers will utilize a variety of methods and materials in individualizing instruction.

3. Pupils will develop a high degree of independence and self-direction.

4. Pupils, by grade, will show an average reading level gain of one month for each month of instruction.

Variable measured: Academic achievement in reading.

Objective 2: To provide regular planned inservice experiences for teachers.

Behaviors:

1. Teachers will increase attendance at local, state, and national professional meetings.

2. Teachers will actively participate as discussion leaders, observers, and participants.

3. The utilization of resource personnel to assist individual teachers with reading problems will be increased.

4. To effectively involve parents in the education of their children.

Variable measured: Teacher involvement in inservice education.

Objective 3: Parents will demonstrate support of the Right-to-Read project.

Behaviors:

1. Active participation on Task Force.

2. Increased parent visitation in school.

3. Increased involvement of parents in school activities.

Variable measured: Parental involvement.

Objective 4: Parents will function in direct instructional roles.

Behaviors:

1. Parents will respond positively when recruited to work part time as parent-tutors.

2. Parents will actively participate in inservice training sessions.

3. Parents will effectively assist classroom teachers by working with small groups and individual pupils.

Variable measured: Parental involvement.

Goal 4

Provide compensatory education (English-Reading activity) for the most educationally deprived pupils through Title I and Career Opportunities Program (COP) services.

Objective 1: Pupils will receive, in addition to regular classroom reading instruction, small group and individualized tutorial assistance in the development of basic reading skills.

Behaviors:

1. Pupils will show an average gain of at least one month for each month in the Title 1 English-Reading activity in the following areas:

   a. Word knowledge.

   b. Word analysis.

   c. Reading.

2. Pupils taught by Career Opportunities Program (COP) teams will make greater gains in reading than will pupils taught by non-COP teams.

Variable measured: Academic achievement of Title I pupils.

Objective 2: Provide activities through which pupils will improve self-concepts and attitudes toward school.

Behaviors:

1. Pupils involved in the Title I English-Reading activity will show improvement in the per cent of correct responses on the Self-Appraisal Inventory (SAI).

2. Pupils taught by COP teams will achieve significantly greater gains in self-concept annually than will pupils taught by non-COP teams.

Variable measured: Self-concept.

Supporting Projects

The following projects were utilized as resources to facilitate the accomplishment of the objectives of the instructional program.

Right-to-Read

Right-to-Read (R_2R) was a federal project designed to insure each child the right to read. Three elementary schools in the Atlanta School System were involved in the R_2R project: E. A. Ware, Luckie Street, and A. F. Herndon. The proven successful program of Ware (the impact site for Atlanta) was replicated in the other two schools which were referred to as satellite schools. Replication in the satellite schools proceeded from the following assumptions:

1. That measurable intelligence can be developed or improved by stimulating environmental situations.

2. That reading is an important aspect of communication and can be developed and expanded throughout life.

3. That the establishment of reading centers for remediation will provide opportunities for diagnostic treatment, motivation, observation, and growth for each individual pupil.

4. That reading, a communicative skill, is closely related to listening, speaking, and writing. These four arts are sequentially related to one another.

5. That the reader's facility in the use of language is directly related to comprehension.

6. That the improvement of reading skills will improve the achievement in the content areas.

7. That the extension of psychological, mental, social, and emotional experiences of the pupils will result in the development of an improved citizenry, better prepared for the tasks ahead.

In order to activate Herndon as a satellite school, a six-prong thrust was expedited, including (1) school tone, (2) teaching style, (3) curriculum (4) demonstration, (5) inservice, and (6) community involvement.

School tone concerned the physical aspects of the school plan, administrative philosophy, and emotional mood of the faculty and students, as well as the learning environment. The focus was on change in community involvement.

Teaching style centered attention on diagnostic procedures of teachers, individualization of instruction, evaluation and interaction of teachers and pupils in the learning environment, including the physical aspects of the room, teacher decorum, and management.

The curriculum referred to content subject matter or that which was taught and learned.

Demonstration teaching referred to observing sequential teaching of reading skills on a grade level for a given number of weeks or months.

Inservice education included planned, regular instruction on school time. In addition, it included evaluation of instruction by outside consultants; attendance at local, state, and national professional meetings; and visits within the school, as well as reimbursing tuition to teachers and librarians for one graduate course in the reading sequence taken during the summer for credit.

Community involvement encompassed hiring and training of a given number of community parents as part-time tutors to assist classroom teachers in providing pupils with optimal learning opportunities which, in turn, would help them (parents) function more effectively as facilitators of learning. Also, relieving the classroom teacher for scheduled inservice sessions.

ESEA Title I

Title I provided the English-Reading activity for 129 pupils (approximately 16 per cent of the total enrollment) who had been identified as having the most extreme deficit in reading skills. In this activity, a lead teacher and six educational aides provided tutorial or individualized instruction for pupils identified for Title I services. This activity was designed to improve achievement in reading. Funds were provided to purchase varied manipulative materials for teaching basic reading skills. Health and medical services which were not available through local health agencies were made available for the identified Title I pupils. These services provided funds to purchase hearing and visual aids as needed for the pupils participating in the Title I activity.

Career Opportunities Program

The Career Opportunities Program (COP) was a training project for paraprofessionals employed within the system and working and/or living in low-income communities. Two of the Title I educational aides, three assistant teachers, and one general funds aide assigned to this school were COP participants. They were enrolled in college courses and followed a planned program of study leading toward professional certification.

MANAGEMENT AND CONTROL

Within the organizational structure of the Atlanta Public Schools, the Superintendent was appointed by the Board of Education and was authorized to administratively direct the instructional program of the school system. There were five area superintendents, one assigned to each of the five geographical areas into which the schools were divided. An area superintendent and staff, under the direction of the Superintendent, administratively attended the programs of the schools in each of the geographic areas. Further, the area staff provided instructional resource personnel to assist in program implementation.

Also within the organizational structure of the Atlanta Public Schools were six assistant superintendents who directed the six divisions of supportive services to the instructional program. These divisions were (1) Research and Development, (2) Staff Personnel Services, (3) Instruction, (4) School Plant Planning and Construction, (5) Administrative Services, and (6) Comptroller.

The Assistant Superintendent for Research and Development and his staff were responsible for developing new programs, evaluating the effectiveness of program activities, and dissemination of information.

The Assistant Superintendent of Staff Personnel Services and staff were responsible for meeting the staffing needs of the instructional program within the schools and the project activities.

Inservice training for teachers, staff development activities, and curriculum development were directed by the Assistant Superintendent for Instruction and staff. Within this division, the directors and coordinators of the federal, state, and local projects, and various curriculum areas worked with the staffs of other divisions, the area office, the principal, and the teachers to implement programs and provide for the training needs of the school personnel.

At the local school level, the principal and assistant principal were responsible for the administrative and instructional aspects of the school program. Included among these responsibilities were the assignment of teachers to classes, coordination of the total school program, supporting individual and group activities, conferring with parents, and providing for staff development.

The regular school staff included the principal; assistant principal; 26 regular classroom teachers; one full-time and one part-time librarians; one teacher for educable mentally retarded pupils; three assistant teachers; one educational aide; and part-time social worker; art, music, band, and speech teachers.

In addition to the regular staff, certain personnel were assigned according to special projects within the school. The following lists show these persons by project, position, number, and duties.

Title I

Position	Number	Duties
Lead Teacher	1	Coordinated a highly individualized program in reading for 129 pupils who were indentified as the most educationally deprived in grades 1-7. Directed the testing activities. Assessed pupils' strengths and weaknesses and prescribed activities designed to assist these pupils in improving their reading skills. Directed tutorial activities, parent involvement activities, and assisted pupils with problems related to poor attendance and to poor social adjustment.
Certified Teacher	1	Assisted lead teacher in all areas listed and worked directly with the Title I pupils, providing activities to improve basic reading skills.
Educational Aide	6	Worked under the direction of the lead teacher in the center and with the teachers in the classrooms to provide follow-up instructional activities designed to reinforce skills taught by certified staff. Assisted in preparation of materials as prescribed by the lead teacher and the certified teacher.

Right-to-Read

Position	Number	Duties
Parent-tutors	5	Assisted classroom teachers and the reading teacher in the remediation center with providing pupils with optimal learning opportunities. Relieved classroom teachers for scheduled inservice sessions.

Career Opportunities Program

The Career Opportunities Program (COP) did not provide personnel; rather, it provided formal training for paraprofessionals employed in other projects. A total of six paraprofessionals in this school were third-year participants in COP. These participants were at different academic levels ranging from sophomore to senior year of college work.

PROCESS

The major thrust of the instructional program was toward individualization of instruction to meet specific needs of the pupils. Emphasis was placed on providing developmental and corrective reading experiences for all pupils enrolled in kindergarten through grade seven. Reading centers were set up to provide remedial work for the most educationally deprived pupils and to improve the academic achievement of those pupils with high academic potential and low achievement levels through increased reading proficiency. It was proposed to raise the academic achievement of all pupils in the content areas.

Reading was taught during a two-hour block designated for language arts. During this period, instruction was scheduled as follows: 30 minutes for phonics; 30 minutes for specific skills, particularly comprehension; 25 minutes for creative expression; and 30 minutes for oral reading, basal or supplementary.

Reading was taught using the eclectic approach. The eclectic approach combines different materials for teaching reading according to the teacher's perception of pupils' needs. Whatever combination of materials is selected, the total approach is usually highly dependent on the use of basal readers. Workbooks and other supplementary materials accompany the basals. The eclectic method is the one most often recommended by teacher-training institutions. At Herndon, the Macmillan Basal series, combined with a wide variety of workbooks and other supplementary materials, was used.

Learning centers were maintained under Title I and Right-to-Read. In the Title I center, those pupils identified as having the greatest reading deficit were cycled into the center by grade groups. The pupils were re-grouped in the center according to levels. Skills taught in the regular classroom were reinforced. In the Right-to-Read center, 80 pupils from grades four through seven who were identified as having high potential but not performing up to expected achievement levels were cycled into the center for a one-hour period, four days per week. Title I aides worked with the lead teacher in the Title I center, and parent tutors worked with the reading teacher in the Right-to-Read center. The Title I aides and the Right-to-Read parent tutors also provided assistance to teachers in the regular classroom. The Title I aides worked specifically with the Title I pupils. In both centers, time was provided for daily planning and preparation of materials. Also, Friday was scheduled by the Right-to-Read teacher for demonstration teaching, consultation, and assessment. The Title I lead teacher scheduled one hour daily for planning, demonstration teaching, consultation, and assessment of pupils' progress.

EVALUATION

Research Design

The general design used to study the program was one which determined the beginning and ending levels of the pupils and denoted changes which occurred. The following procedures were followed to obtain data necessary for evaluative purposes.

1. The Iowa Tests of Basic Skills (ITBS) was administered to all pupils. The pretest/posttest design was utilized with an interval of approximately six months.

2. Teacher observations and pupil progress records were utilized to plot individual mastery of skills.

3. Appropriate sections of the Metropolitan Achievement Tests (MAT) were administered, utilizing the pretest/posttest design, to Title I pupils to assess reading gains over a period of approximately six months.

4. The Self-Appraisal Inventory (SAI), developed by the Instructional Objectives Exchange, was administered to Title I pupils to assess attitudinal changes. The pretest/posttest design was utilized with an interval of approximately six months.

5. The Opinionnaire on Attitudes Toward Education by H. C. Lindgren and G. M. Patton was administered to teachers and aides to assess attitudes toward education.

Findings

Academic Achievement

The data showing the performance of pupils in grades two through seven on four subtests (vocabulary, reading, language total, and mathematics total) of the Iowa Tests of Basic (ITBS) are presented in Table 1. According to these data the second grade showed gain on each subtest, excluding reading. The average gain in vocabulary was five-sixth of a month per month of instruction, one month per month of instruction in mathematics, and two-thirds of a month per month of instruction on the total test (composite score).

TABLE 1

FOUR SUBTESTS AND COMPOSITE OF THE
IOWA TESTS OF BASIC SKILLS
(Unmatched Pretest - Posttest Scores)
Grades Two Through Seven

	Vocabulary	Reading	Language Total	Math Total	Composite
Grade 2					
Pre	1.8	2.1	-	1.6	1.9
Post	2.3	2.1	-	2.2	2.3
Gain	0.5	0.0	-	0.6	0.4
Grade 3					
Pre	2.2	2.5	2.5	2.4	2.3
Post	2.2	2.5	2.6	2.5	2.5
Gain	0.0	0.0	0.1	0.1	0.2
Grade 4					
Pre	3.1	3.2	3.1	3.3	3.3
Post	3.7	3.3	3.5	3.5	3.5
Gain	0.6	0.1	0.4	0.2	0.2
Grade 5					
Pre	3.6	3.9	3.9	4.2	4.0
Post	4.2	4.1	4.1	4.5	4.3
Gain	0.6	0.2	0.2	0.3	0.3
Grade 6					
Pre	4.4	4.4	4.4	4.5	4.4
Post	4.7	4.8	4.6	4.8	4.8
Gain	0.3	0.4	0.2	0.3	0.4
Grade 7					
Pre	4.8	4.7	5.0	4.9	4.9
Post	5.1	5.2	5.5	5.2	5.3
Gain	0.3	0.5	0.5	0.3	0.4

The third grade showed no gain on two subtests (vocabulary and reading) and very slight, one-sixth of a month per month of instruction in language and math, one-third month per month of instruction on the total test (composite score).

The fourth and fifth grades performed very well on the vocabulary subtest, one month per month of instruction, and tapered off on the other subtests.

The sixth grade gained one-half month per month of instruction in vocabulary and math, two-thirds month per month of instruction in reading and test total, and one-third month per month of instruction in language.

The seventh grade gained five-sixth month per month of instruction in reading and language, one-half month per month instruction in vocabulary and math, and two-thirds month per month of instruction on test total.

Based upon these data, each grade, except the third and fourth, obtained a level of growth in basic skills to reflect substantial gains in the ITBS composite score.

In order to determine whether pupils responded to remediation, the ITBS reading gain scores of pupils who were tutored in the Right-to-Read center were separated from the scores of pupils who were not tutored in the Right-to-Read center. These data are reported in Table 2. The tutored pupils in grades five and seven made larger numerical gains than did the pupils in those grades who were not tutored. The tutored pupils in grades four and six made smaller numerical gains than did the non-tutored pupils.

Analysis of variance was used to determine whether the differences between means of the tutored and non-tutored groups were statistically significant. According to the F test there was no significant difference between the gains made by the tutored and the non-tutored groups. (See Table 3.) It can be assumed that the fifth and seventh graders responded to remediation in that they gained one month and one and one-third months, respectively, per month of instruction. However, the difference was not significant. It is inferred by these data that the fourth and sixth graders did not respond to remediation in that their gains, despite the higher beginning levels, were less than the non-tutored pupils.

TABLE 2

MATCHED PRETEST/POSTTEST AND GAIN SCORES OF PARTICIPANTS AND NON-PARTICIPANTS IN THE RIGHT-TO-READ TUTORIAL PROGRAM AND TOTAL GRADE ON THE READING SUBTEST OF THE IOWA TESTS OF BASIC SKILLS

Groups	N	Grade Equivalent		
		Pre	Post	Gain
4th Grade				
Tutorial Participants	16	4.0	4.2	0.2
Nonparticipants	56	2.9	3.3	0.4
Total	72	3.2	3.5	0.3
5th Grade				
Tutorial Participants	19	4.9	5.5	0.6
Nonparticipants	56	3.6	3.9	0.3
Total	75	4.0	4.3	0.3
6th Grade				
Tutorial Participants	11	5.8	6.3	0.4
Nonparticipants	74	4.2	4.8	0.6
Total	85	4.4	4.9	0.5
7th Grade				
Tutorial Participants	16	6.2	7.0	0.8
Nonparticipants	50	4.4	4.9	0.5
Total	66	4.8	5.4	0.6

TABLE 3

ANALYSIS OF VARIANCE BETWEEN RIGHT-TO-READ TUTORED AND NON-TUTORED PARTICIPANTS' MEAN READING SCORES ON THE IOWA TESTS OF BASIC SKILLS

Source	SS	df	MS	F
Treatment (T)	.24	1	0.24	0.27
Grade (G)	3.64	3	1.21	1.34
T x G	2.91	3	0.97	1.08
Within Cell	259.77	289	0.90	

In 1971, members of the Division of Research and Development of the Atlanta Public School System formulated a model to determine effectiveness and acceptability of a program which took into consideration the relative extent to which certain factors and measures influence pupil performance. The model was used to identify the relative effectiveness and acceptability of pupil performance in grades two through seven in the Atlanta Public School System. Reading and mathematics were the two programs incorporated in the profiles and used to determine effectiveness and acceptability.

The model was refined for this year (1972-73). Due to the construction of the ITBS to yield a composite test score, which reflects the total school program, this score for each grade was used to determine the achievement quotients of a school. The profiles for the reading and the math programs are given but the overall achievement quotients of the school were determined using the composite score.

Six factors, namely: per cent of paid lunches, per cent of attendance, pupil-teacher ratio, stability, 1972 Metropolitan Achievement Tests (MAT) posttest reading scores, and 1972 MAT posttest arithmetic scores were used in the model. The weights of these factors were statistically determined by the linear multiple step-wise regression technique. The equation which resulted from this technique was applied to each school and each grade in order to determine the predicted performance level of that particular grade and particular school.

The profiles for Herndon School are presented in Table 4. The index of predicted quotient as defined in this model represents the relationship of the actual scores of a grade to the predicted scores. The national norm quotient represents the relationship of the actual scores of a grade to the national norm.

TABLE 4

PROFILES OF ACHIEVEMENT QUOTIENTS FOR
READING, MATHEMATICS, AND OVERALL PROGRAM
IOWA TESTS OF BASIC SKILLS

	Grade Equivalent Score			Achievement Quotients	
Grade	Actual	Predicted	Acceptable	Predicted	National Norm
			Reading Test Data		
2	2.1	2.2	2.7	95	76
3	2.5	2.6	3.8	95	66
4	3.3	3.3	4.7	100	70
5	4.1	4.0	5.7	102	72
6	4.8	4.7	6.7	102	71
7	5.2	5.2	7.6	100	68
			AVERAGE	99	70
			Mathematics Test Data		
2	2.2	2.3	2.6	95	84
3	2.4	2.8	3.7	87	65
4	3.5	3.4	4.7	101	75
5	4.5	4.3	5.6	104	79
6	4.8	5.0	6.6	96	72
7	5.2	5.5	7.6	94	68
			AVERAGE	96	73
			Composite Test Data		
2	2.3	2.3	2.6	98	87
3	2.5	2.8	3.7	90	67
4	3.5	3.5	4.7	100	74
5	4.3	4.2	5.7	102	75
6	4.8	4.9	6.7	98	72
7	5.4	5.4	7.6	99	70
			AVERAGE	97	74

According to these data, pupils at Herndon School achieved a predicted quotient within the range of effectiveness. The average pupil performance in each grade except the third was as predicted or better than predicted but that level of performance was not up to the national norm. All grades except the third performed quite well and if they continue this upward pattern of performance, they should eventually reach the national norm. However, steps should be taken to insure that the low performance of the third grade is only temporary and not indicative of future performance.

Pupils who participated in the Title I English-Reading activity were administered the word knowledge and reading subtests of the Metropolitan Achievement Tests (MAT). The profile of perfomance of these pupils on the MAT word knowledge and reading subtests and the Iowa Tests of Basic Skills (ITBS) reading subtest is presented in Table 5.

TABLE 5

PROFILE OF PERFORMANCE ON THE METROPOLITAN ACHIEVEMENT TESTS WORD KNOWLEDGE AND READING SUBTESTS AND THE IOWA TESTS OF BASIC SKILLS READING SUBTESTS OF PARTICIPANTS IN THE TITLE I ENGLISH-READING ACTIVITY 1972-73

Grade	N	Word Knowledge			MAT Reading			ITBS
		Pre	Post	Gain	Pre	Post	Gain	Post
2	27	1.5	3.0	2.5	1.5	2.7	1.2	1.8
3	23	1.7	2.3	0.6	1.3	2.1	0.8	2.4
4	11	2.0	3.1	1.1	1.8	2.4	0.6	2.8
5	11	2.5	3.8	1.2	3.1	3.5	0.4	3.4
6	4	3.2	2.8	-0.4	3.0	2.9	-0.1	4.4
7	4	3.3	3.0	-0.3	4.3	4.0	-0.3	4.2

According to these data pupils in grades two through five made gains in both areas, and pupil in grades six and seven recorded losses in both areas. More specifically, the second through fourth grades performed in word knowledge and reading at a level equal to or higher than the criterion of one month per month of instruction as set forth in the objective. The fifth grade performed much higher in word knowledge than the criterion of the objective but did not meet the requirement of the objective in reading. The performance of the sixth and seventh grade participants was very poor in that losses were realized in each area.

Moreover, the scores of all grades, except the second grade, on the ITBS were at a level very similar to that of the MAT. There was a very large discrepancy between the second grade Title I participants posttest MAT and ITBS scores. This difference raises some concern as to which level is representative of an irregularity.

Based on the results presented in Table 5, it can be said that the Title I activity was a successful endeavor. The goal of providing compensatory education for the most educationally deprived was accomplished, and the objective of one month gain per month of instruction was met and exceeded in some instances.

The total efforts of the school program were toward improving pupils' reading performance. According to general scores, this goal was accomplished. It is difficult to isolate the effects of any one effort. Consequently, it is believed that the combined efforts of the remediation centers (Title I and Right-to-Read), parental involvement, a more systematic approach to teaching reading, concentrated assistance of the administration and resource persons contributed to the success of the pupils in their performance.

There were COP participants who worked as educational adies on the Title I team across grade levels. Consequently, Herndon School will be used as a COP school and Title I pupils' performance will be compared to other Title I pupils in schools without COP participants in the COP evaluation report.

Self-Concept

The data showing levels of self-esteem and attitudinal changes are presented in Table 6. According to these data the pupils in each grade level had positive self-concepts (scored positively more than fifty per cent of the time) in peer relations, family

interactions, scholastic endeavors, and general views of themselves (all of the scales on the instrument). Each group except the third grade showed overall improvement between pretest and posttest.

TABLE 6

PER CENT OF POSITIVE RESPONSES ON THE
SELF-APPRAISAL INVENTORY
PRETEST AND POSTTEST
ENGLISH-READING PARTICIPANTS

Scores	Peer	Family	School	General	Total
1st Grade Primary Level					
Pretest	59.7	67.6	69.1	68.0	65.6
Posttest	65.8	64.8	74.5	72.8	69.9
2nd Grade Primary Level					
Pretest	59.1	62.4	62.6	66.7	62.4
Posttest	63.5	59.1	66.7	73.8	66.1
3rd Grade Primary Level					
Pretest	68.7	67.3	67.0	71.2	68.5
Posttest	63.1	58.3	70.8	72.2	66.8
4th Grade Intermediate Level					
Pretest	41.4	57.7	60.9	54.1	53.5
Posttest	46.5	66.2	63.5	57.3	58.4
5th Grade Intermediate Level					
Pretest	53.9	67.8	61.7	62.8	61.5
Posttest	59.6	68.1	58.1	75.0	65.2
6th Grade Intermediate Level					
Pretest	55.0	65.0	65.0	67.5	63.1
Posttest	65.0	67.5	70.0	71.3	68.4

Parental Involvement

During the school year parents played a vital role in the school program. They were members of the Task Force and assisted teachers with various activities and trips during the year. Five parents were recruited from among parent school volunteers. These parents were hired as parent-tutors in the Right-to-Read activities. They assisted teachers by working with individual or small groups of pupils. They also relieved classroom teachers from scheduled inservice sessions and attended inservice sessions scheduled for parent-tutors.

Teachers' Attitudes Toward Education

Herndon was one of the local schools included in the study of teachers' attitudes toward education as a contributing factor to pupil performance. All teachers and aides in this school responded to the Opinionnaire on Attitudes Toward Education by Lindgren and Patton. This instrument was constructed to measure attitude toward child-centered policies and practices in education.

The attitude score is the number of positive items agreed with plus the number of negative items disagreed with, where positive items are favorable toward child-centered practices. The theoretical ranges of scores is from zero to 50, with the highest possible score indicating more favorable attitudes toward child-centered policies and practices in education.

Twenty-six teachers and aides from Herndon School responded to the questionnaire. The mean score of all respondents was 37.0 with a range of from 29 to 46. This score indicated attitudes more favorable toward child-centered practices. However, in the general study when an intercorrelation matrix was computed including school attitude score, predicted quotient, and national norm quotient for each of 34 schools included in the study, no significant correlation was found. Consequently, these data did not show a relationship between child-centered attitudes and predicted quotient nor child-centered attitudes and national norm quotient.

COST ANALYSIS

Shown in Table 7 is the financial outlay of funds derived from revenue sources which make up the general operating budget (general funds) and of funds derived from special projects (compensatory funds). The analysis is made to show the relationship between the per pupil cost of the instructional program and pupil progress (predicted achievement index). Therefore, the analysis shows the amount of funds used to gain one unit of predicted achievement (previously defined) for each pupil in average daily attendance (ADA).

Herndon School spent $788.20 in general funds and had a predicted achievement index of 97. Its cost for a unit of predicted achievment in general funds is the ratio of these two figures or $7.81. The amount of $115.83 was spent in compensatory funds per ADA. Its cost per unit of predicted achievement in compensatory funds was $1.68. Its total cost per unit of predicted achievement was $9.49.

The cost per unit of predicted achievement varied among the grades ranging from $8.96 to $9.85. While the range was not widespread the variations in cost seemingly eliminated a direct relationship between amount of funds spent and pupil progress.

TABLE 7

COST ANALYSIS OF PREDICTED ACHIEVEMENT INDEX
TOTAL AVERAGE DAILY ATTENDANCE (PreK-7) = 691.5

	Grades									
	Prekdg.	Kdg.	First	Second	Third	Fourth	Fifth	Sixth	Seventh	Average
Average Daily Attendance	75	67	82	123	87	84	84	90	67	77
Per Pupil Cost										
A. General Funds										
1. Regular										
a. Salary	$ 701.60	$ 701.60	$ 701.60	$ 701.60	$ 701.60	$ 701.60	$ 701.60	$ 701.60	$ 701.60	$ 701.60
b. Nonsalary	61.92	61.92	61.92	61.92	61.92	61.92	61.92	61.92	61.92	61.92
c. Total	$ 763.52	$ 763.52	$ 763.52	$ 763.52	$ 763.52	$ 763.52	$ 763.52	$ 763.52	$ 763.52	$ 763.52
2. CIP										
a. Salary	$ -0-	$ -0-	$ -0-	$ -0-	$ -0-	$ -0-	$ -0-	$ -0-	$ -0-	$ -0-
b. Nonsalary	-0-	-0-	0.94	0.94	0.94	-0-	-0-	-0-	-0-	0.40
c. Total	$ -0-	$ -0-	$ 0.94	$ 0.94	$ 0.94	$ -0-	$ -0-	$ -0-	$ -0-	$ 0.40
3. Total General Funds										
a. Salary	$ 701.60	$ 701.60	$ 701.60	$ 701.60	$ 701.60	$ 701.60	$ 701.60	$ 701.60	$ 701.60	$ 701.60
b. Nonsalary	61.92	61.92	62.86	62.86	62.86	61.92	61.92	61.92	61.92	62.32
c. Total	$ 763.52	$ 763.52	$ 764.46	$ 764.46	$ 764.46	$ 763.52	$ 763.52	$ 763.52	$ 763.52	$ 763.92
B. Compsensatory Funds										
1. Right-to-Read										
a. Salary	$ -0-	$ -0-	$ -0-	$ -0-	$ -0-	$ 36.31	$ 36.31	$ 36.31	$ 36.31	$ 17.07
b. Nonsalary	-0-	-0-	-0-	-0-	-0-	100.55	100.55	100.55	100.55	47.26
c. Total	$ -0-	$ -0-	$ -0-	$ -0-	$ -0-	$ 136.86	$ 136.86	$ 136.86	$ 136.86	$ 64.33
2. Kennedy District IV-A										
a. Salary	$ 176.57	$ 3.87	$ 3.87	$ 3.87	$ 3.87	$ 3.87	$ 3.87	$ 3.87	$ 3.87	$ 5.74
b. Nonsalary	158.57	3.48	3.48	3.48	3.48	3.48	3.48	3.48	3.48	5.16
c. Total	$ 335.14	$ 7.35	$ 7.35	$ 7.35	$ 7.35	$ 7.35	$ 7.35	$ 7.35	$ 7.35	$ 10.90
3. Carver, Price, Blair Village										
a. Salary	$ 109.12	$ 2.39	$ 2.39	$ 2.39	$ 2.39	$ 2.39	$ 2.39	$ 2.39	$ 2.39	$ 3.55
b. Nonsalary	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-
c. Total	$ 109.12	$ 2.39	$ 2.39	$ 2.39	$ 2.39	$ 2.39	$ 2.39	$ 2.39	$ 2.39	$ 3.55
4. Title IV-A Child Day Care										
a. Salary	$ -0-	$ -0-	$ -0-	$ -0-	$ -0-	$ -0-	$ -0-	$ -0-	$ -0-	$ -0-
b. Nonsalary	1.24	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	0.01
c. Total	$ 1.24	$ -0-	$ -0-	$ -0-	$ -0-	$ -0-	$ -0-	$ -0-	$ -0-	$ 0.01
5. Title I Regular										
a. Salary	$ -0-	$ -0-	$ 78.79	$ 102.29	$ 111.10	$ 65.47	$ 54.06	$ 14.35	$ 24.35	$ 60.24
b. Nonsalary	-0-	-0-	1.27	1.65	1.80	1.06	0.87	0.23	0.39	0.97
c. Total	$ -0-	$ -0-	$ 80.02	$ 103.94	$ 112.90	$ 66.53	$ 54.93	$ 14.58	$ 24.64	$ 61.21
6. Title I-Summer										
a. Salary	$ -0-	$ -0-	$ -0-	$ -0-	$ -0-	$ -0-	$ -0-	$ -0-	$ -0-	$ -0-
b. Nonsalary	-0-	-0-	0.12	0.12	0.12	0.12	0.12	0.12	0.12	0.11
c. Total	$ -0-	$ -0-	$ 0.12	$ 0.12	$ 0.12	$ 0.12	$ 0.12	$ 0.12	$ 0.12	$ 0.11
7. Total Compensatory Funds										
a. Salary	$ 285.69	$ 6.26	$ 85.01	$ 108.55	$ 117.36	$ 108.04	$ 96.63	$ 56.92	$ 66.82	$ 86.60
b. Nonsalary	159.81	3.48	4.87	5.25	5.40	105.21	105.02	104.38	104.54	53.51
c. Total	$ 445.50	$ 9.74	$ 89.88	$ 113.80	$ 122.76	$ 213.25	$ 201.65	$ 161.30	$ 171.36	$ 140.11
C. Total Per Pupil Cost										
1. Salary	$ 987.29	$ 707.86	$ 786.61	$ 810.15	$ 818.96	$ 809.64	$ 798.23	$ 758.52	$ 768.42	$ 788.20
2. Nonsalary	221.73	65.40	67.73	69.11	68.26	167.13	166.94	166.30	166.46	115.83
3. Total	$ 1,209.02	$ 773.26	$ 854.34	$ 879.26	$ 887.22	$ 976.77	$ 965.17	$ 924.82	$ 934.88	$ 904.03
Predicted Achievement Quotient	---	---	---	98	90	100	102	98	99	97
Cost Per Unit of Predicted Achievement Quotient										
A. General Funds	$ ---	$ ---	$ ---	$ 7.80	$ 8.49	$ 7.64	$ 7.49	$ 7.79	$ 7.71	$ 7.81
B. Compensatory Funds	---	---	---	1.16	1.36	2.13	1.98	1.65	1.73	1.68
C. Total	$ ---	$ ---	$ ---	$ 8.96	$ 9.85	$ 9.77	$ 9.47	$ 9.44	$ 9.44	$ 9.49

* The Prekindergarten Program at Herndon was terminated December 13, 1972, with the impounding of Title IV-A funds. This analysis is based on the assumption that the existence of the program for one quarter with an ADA of 30 is equivalent to an existance of four quarters with an ADA of 7.5.

CONCLUSIONS

Based on the findings reported the following conclusions were drawn:

A. In general, pupils in grades two, four, five, six and seven performed on the Iowa Tests of Basic Skills (ITBS) at levels which indicated growth in skills leading toward independence in reading.

B. Pupils in grades four and seven performed at levels to indicate substantial growth in language skills. Pupils in grades three, five, and six lagged in performance on language skills.

C. Pupils in grades two, five, six, and seven performed at a level which indicated substantial growth in mathematical skills.

D. The performance of pupils in all grades except the third was at or above the predicted level in mastery of basic skills. The third grade did not perform as predicted.

E. The school in general was effective in planning a program, involving parents, staff, and inservice training, designed to raise the overall performance of pupils in mastery of basic skills.

F. The attitudes of teachers leaned favorably toward child-centered policies and practices of education.

G. Pupils involved in the Title I English-Reading activity reflected positive self-esteem and growth in self-esteem.

H. The Title I participants in grades two, three, four, and five met the English-Reading objective of one month gain per month of instruction.

I. The amount of funds spent seemingly did not influence achievement; that is, the achievement index did not necessarily increase in proportion to the increase in per pupil cost.

RECOMMENDATIONS

Based on the findings and conclusions of this study, it is recommended that:

A. The remediation centers be continued and priority be given to pupils who were tutored in FY 73 so that the effects of the centers can be given longitudinal consideration.

B. Efforts to involve parents be continued and intensified.

C. Inservice training be extended to include specific examination of instructional practices and methodology employed in grades where progress was accelerated for possible adaptation in grades where progress seemingly lagged.

The faculty is to be commended for its efforts and total commitment toward analyzing problems and planning a program to eliminate those problems and insure each child the right to read.